

Learning & Reflection

THE SPORTS DEVELOPMENT ENTREPRENEUR BMSM6008

SELF & PEER REVIEW

Section 1 Self Analysis

The questionnaire statements are focused on your preferences so there are no right or wrong answers. For each statement, circle one of the numbers on the 4-point Likert scale. Personal reviews should consider the reflective process (e.g. Gibbs Cycle) and consider the available literature in setting future action plans. Evidence of contribution should be included in the appendix. This should include photographic, scanned or screen shot evidence of tasks, meetings and activities. A list of references can also be included at the rear, to complement any citations to literature made during the completion of this report card.

Entrepreneurial Intention

Intention

	Not like me at all		Somewhat like me		Exactly like me
I am ready to do anything to be an entrepreneur	1	2	3	<u>4</u>	5
My professional goal is to become an entrepreneur.	1	2	3	4	5
I am determined to create a business in the future.	1	2	3	4	5
I have very seriously thought about starting a firm	1	2	3	4	5
I have got the intention to start a firm one day	1	2	3	4	5
I intend to start a firm within five years of graduation	1	2	3	4	5
I see the possibility of starting a business as a potential opportunity to pursue	1	2	3	4	5
If I do not start my own business, I may be missing a great opportunity	1	2	3	4	5
Overall I would label the option of starting a business as something positive	1	2	3	4	5

Please describe in our own words how the Module learning has affected your entrepreneurial intentions.

It definitely reinforced my intentions, I have always wanted to pursue the entrepreneurial route as I see it as the best opportunity at earning the best income, this module helped me better understand what is required to create a business and I will definitely call on this experience when the time comes.

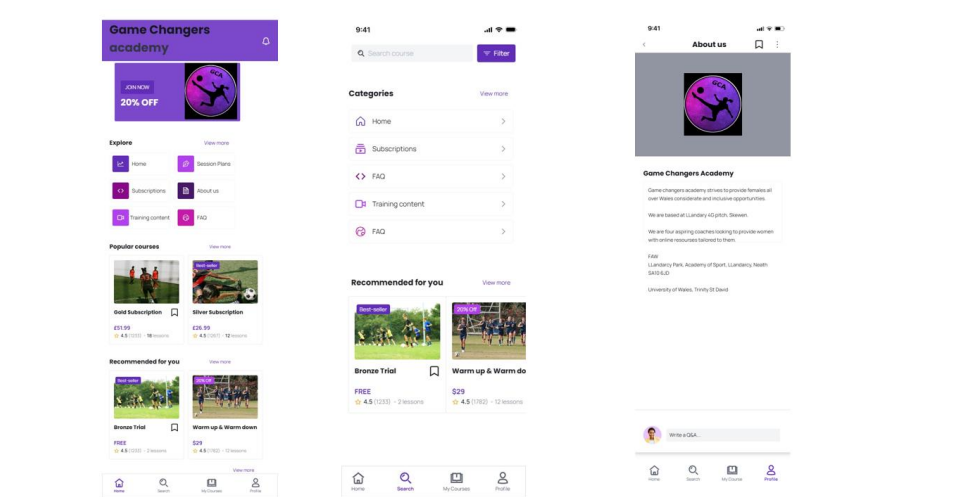
Please use the space below to outline **your contribution** for the entire duration of the module, from the initial opportunity recognition and ideation phases, through to the business pitch and business planning, and eventual submission of the business plan and promotional resources.

For the Pitch, we each split 12 sections evenly, it was my responsibility to research the following sections:

Section 7: Who are your competitors and how do they compare?

Sports entrepreneurship Live session plans for women's football Holistic development of girls' football. Working with FAW and potentially women footballers from Wales to learn about their experiences developing in the sport as a female, the potential	Liverpool Academy, Crystal Palace, as well as a multitude of MFLs clubs, and it is also used by the Netherlands national team and the FAW. This website has created a state-of-the-art database of sessions that clubs across the world can access and use to create a catalogue of sessions and game plans. Our product will cater specifically to Women's football, and our goal is to provide women's football with a reliable platform that they can come to for specific content and resources tailored more toward them, for example, we have identified that Thigh and ACL injuries are more common in women's football by 50% (Hale, A. et al. (2024) and to cater towards this, our platform will provide a range of sessions designed to accommodate to women athletes and their circumstances, to do this we will look at the prep-to-play model designed in Australia as a sport-specific injury prevention program (Patterson, B.E. et al. (2022), and we would look to incorporate this into our platform as part of our product by offering sessions and resources that support the prevention of those common injuries.	sports medicine, 56(3), pp. 128-136. Available at: https://doi.org/10.1136/bjsports-2023-107133. [SECTION 7]
SECTION 3 WHAT ARE YOU GOING TO SELL Individual/specific session plans, plans can be bought individually for a small fee, £0.99 for a singular plan, bulk plans can also be bought for specific areas, e.g. Defence, Midfield, and attacking sessions.	Monthly subscriptions offer full access to all content provided by our platform. Yearly subscriptions would also be available, as well as potentially offering the product to the FAW to give to their license holders as an incentive to partner with us, and as a platform for us to gain credibility, whilst the other subscriptions will present capital that allows us to reinvest and grow our product.	
We will also look to partner with multiple schools to further boost participation and create a positive community relationship between schools, parents, children, and the FAW, all whilst furthering women's development with content specific to them. The aim is to use real footage to capture a more realistic depiction of match and training sessions and translate that into a constructive analysis of gameplay and use that to improve training sessions, the idea behind this is to move away from the usual cliché animations used when detailing session plans, using real footage allows for better visual learning and is more digestible across age groups.	SECTION 11 WHAT IF IT DOES NOT WORK TALK: As a group we believe in our idea, however in the case that our product is not initially successful, we want to have further plans and ideas in place as a contingency, so that we can reinvent our original idea and improve it, for guidance and support with this,	
We will also be selling multiple packages for various age groups including, 6-10s, 11-13s, and 14+ as well as offering a free package as a sample of our product, ideally to incentivise further traction with our product.	POWERPOINT: we have looked at what the Prince's Trust offers aspiring entrepreneurs, and they provide the chance to expand their learning and invigorate their ideas, we can look to the Prince's Trust as an alternative to the FAW, to provide us the chance to reinvent our idea, and give us the tools to market and improve our initial product more successfully.	
SECTION 7 WHO ARE YOUR COMPETITORS AND HOW DO YOU COMPARE Coaches zone Sports session planner	PLAN B, VIO CAMERA, FACILITIES, EQUIPMENT, BRITTON FERRY, USING ALL PREVIOUS PREPARATION TO REINVENT OUR IDEA. WE CAN TAKE THE PROJECT INTO OUR OWN CONTROL, IF FAW DECIDE NOT TO PURSUE OUR PROJECT. References Patterson, B.E. et al. (2022) "Evaluation of an injury prevention program (Prep-to-Play) in women and girls playing Australian Football: design of a pragmatic, type III, hybrid implementation-effectiveness, stepped-wedge, cluster randomized controlled trial," BMJ open, 12(9), pp. e062483–e062483. Available at: https://doi.org/10.1136/bmjopen-2022-062483. [SECTION 7]	
Sports session planner is an established training tool that is also provided by the FAW to their license holders, they also have established partnerships with clubs and academics like:	Hallin, A. et al. (2024) "UEFA Women's Elite Club Injury Study: a prospective study on 1527 injuries over four consecutive seasons 2016/2019 to 2021/2022 reveals high muscle injuries to be most common and ACL injuries most burdensome," British journal	

The promotional content that I took control of was the app as I thought it was a vital component to what we are trying to do as an app is the most current and popular way to get traffic for our product.



Identifying Ideas and Opportunities – Self-appraisal

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at finding new opportunities to generate value for others.	1	2	3	4	5
I am excellent at recognising new opportunities to address problems and challenges.	1	2	3	4	5
I am excellent at seizing and shaping opportunities to respond to challenges and create value for others.	1	2	3	4	5

Creativity

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at developing multiple ideas that create value for others.	1	2	3	4	5
I am excellent at testing and refining ideas that create value for others.	1	2	3	4	5
I am excellent at transforming ideas into solutions that create value for others.	1	2	3	4	5

Vision

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at imagining a desirable future.	1	2	3	4	5
I am excellent at building an inspiring vision that engages others.	1	2	3	4	5
I am excellent at using my vision of the future to guide strategic decision-making.	1	2	3	4	5

Valuing Ideas

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at understanding and appreciating the value of my ideas.	1	2	3	4	5
I understand that ideas can have different types of value, which can be used in different ways.	1	2	3	4	5
I am excellent at developing strategies to make the most of the value generated by ideas.	1	2	3	4	5

Ethical & Sustainable Decision Making

	Not like me at all		Somewhat like me		Exactly like me
I can recognise the impact of my choices and behaviours.	1	2	3	4	5
I consistently consider ethical and sustainable principles when making decisions.	1	2	3	4	5
I am excellent at making sure that ethical and sustainability goals are considered and met.	1	2	3	4	5

Identifying Ideas and Opportunities – Self-reflection

Step 1 : Description of Process

The group and I got together as a collective to discuss and brainstorm different ideas, mainly concentrating on areas that lacked resources and knowledge for improvement. We then concluded that creating an online resource specifically catered to women's football.

Step 2: Personal Contribution to the Process

My contribution was the suggestion to pursue women's football as a target market for our product, as there is a lack of resources concentrated on that area of football.

Step 3: What I have learned

I have learnt that there is a lack of actual footage used for training resources, with YouTube offering tutorials, but no online resources/websites that offer regular uploads of live drills and sessions, this means that we offer more than just drills but authentic live examples from our sessions.

Step 4: Personal Action Plan (based on experience and self-reflection).

To use a camera to collect footage during future opportunities to do so, for the potential future benefit of a portfolio or resource package.

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Mobilising and Managing Resources – Self-appraisal

	Not like me at all		Somewhat like me		Exactly like me
I am confident in my ability to generate ideas and value for others.	1	2	3	4	5
I am excellent at making the most of my strengths and weaknesses.	1	2	3	4	5
I am excellent at compensating for my weaknesses by teaming up with others and by further developing my strengths.	1	2	3	4	5

Motivation and Perseverance

	Not like me at all		Somewhat like me		Exactly like me
I want to follow my passions and create value for others.	1	2	3	4	5
I am willing to put effort and resources into following their passion and create value for others.	1	2	3	4	5
I am excellent at staying focused on my passion and can keep creating value despite any setbacks.	1	2	3	4	5

Mobilising Resources

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at finding and using resources responsibly.	1	2	3	4	5
I am excellent at gathering and managing different types of resources.	1	2	3	4	5
I am excellent at defining strategies to mobilise the resources needed to generate value for others.	1	2	3	4	5

Financial & Economic Literacy

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at drawing up a budget for a simple activity.	1	2	3	4	5
I am excellent at finding funding options and managing a budget for a new value-creating activity.	1	2	3	4	5
I am excellent at making a plan for the financial sustainability of a new value-creating activity.	1	2	3	4	5

Mobilising others

	Not like me at all		Somewhat like me		Exactly like me
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Learning & Reflection Card

I am excellent at communicating my ideas clearly and with enthusiasm.	1	2	3	4	5
I am excellent at persuading, involving and inspiring others.	1	2	3	4	5
I am excellent at inspiring others and getting them on board for new ideas.	1	2	3	4	5

Mobilising and Managing Resources – Self-reflection

Step 1 : Description of Process

The resources we used were majorly online, with a variety of websites aiding us during this process.

Step 2: Personal Contribution to the Process

I produced an example/template of our app using Visaly that we can use when coding and creating our application.

Step 3: What I have learned

I have learnt that there is a variety of resources at your disposal online when it comes to creating a brand and planning a venture.

Step 4: Personal Action Plan (based on experience and self-reflection).

That Visaly is a fantastic tool for creating plans, ideas and provides you with a plethora of ways to expand on your initial ideas.

Turning Ideas into Action – Self-appraisal

	Not like me at all		Somewhat like me		Exactly like me
I am interested in solving problems that affect my chosen industry/communities.	1	2	3	4	5
I am excellent at initiating new value-creating activities.	1	2	3	4	5
I am excellent at looking for opportunities to take the initiative to add or create value.	1	2	3	4	5

Planning & Management

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at defining goals for a simple value-creating activity.	1	2	3	4	5
I am excellent at creating an action plan, which identifies the priorities and milestones for the achievement of my goals.	1	2	3	4	5
I am excellent at refining priorities and plans to adjust to changing circumstances.	1	2	3	4	5

Coping with Uncertainty and Risk

	Not like me at all		Somewhat like me		Exactly like me
I am not afraid of making mistakes while trying new things.	1	2	3	4	5
I am excellent at evaluating the benefits and risks of alternative options and can make effective choices.	1	2	3	4	5
I am excellent at weighing-up risks and making decisions despite uncertainty and ambiguity.	1	2	3	4	5

Working with others

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at working in a team.	1	2	3	4	5
I am excellent at working with a wide range of individuals and groups.	1	2	3	4	5
I am excellent at building a new team and networking	1	2	3	4	5

Learning Through Experience

	Not like me at all		Somewhat like me		Exactly like me
I am excellent at recognising what I have learnt by taking part in activities.	1	2	3	4	5
I am excellent at reflection and judging my achievements and failures, and can learn from these.	1	2	3	4	5
I am excellent at improving my abilities by building on their previous experiences and interactions with others.	1	2	3	4	5

Turning Ideas into Action – Self-reflection

Step 1 : Description of Process

We first got together as a group and brainstormed ideas for our project, once we settled on a target market we could quickly begin to look for an avenue that we could approach with a new product, after we decided to create online resources, we quickly began to create our brand, Game Changers Academy

Step 2: Personal Contribution to the Process

I researched the competitors in the market, what they offered and what we offered that was different to them.
I also played a decisive role in deciding what our product would be, online resources.
Another key role of mine was researching and creating the contingency plan, what our plan B would be if our initial idea didn't take off or receive funding.

Step 3: What I have learned

Our product has options and a few different ways we could try to get it off the ground.

Step 4: Personal Action Plan (based on experience and Self Reflection below).

That when creating an idea, or building the fundamentals of an initial idea, I will conduct research into alternative avenues and contingencies to fall back on so that if an initial idea fails, you have options and you aren't left at square one.

Section 2: Individual Peer Review Reports for Team Members

There are six categories to assess your peers for the group work and presentations. For each item, rate each person in your group using the 4-point scale given. Please think hard and honestly, about each of the categories and how each group member performed - different people will have different strengths and will have made different contributions. Space for comments has been provided to explain your ratings allowing the marker to understand your views.

Please do your evaluations independently – do not share or discuss your scoring or come to a decision based on a group opinion. I want a rating from each of you, based on your perceptions and experiences.

Complete one form for each of your group members with their name on each form.

Peer Review

Name of Team Member: Piotr

Scoring: 17

For each assessment criteria, award each member of your group a score using this scale.

0 – No help at all to the group in this respect

1 – Not as good as most of the group in this respect

2 – About average for the group in this respect

3 – Better than most of the group in this respect

Assessment Criteria	Score	Example/Explanation
Group Participation: Attends meetings regularly and on time.	3	
Time Management & Responsibility: Accepts fair share of work and reliably completes it by the required time.	3	
Adaptability: Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.	3	
Creativity/Originality: Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	3	
Communication Skills: Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	3	
General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	2	

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

Peer Review

Name of Team Member: Carwyn

Scoring:16

For each assessment criteria, award each member of your group a score using this scale.

0 – No help at all to the group in this respect

1 – Not as good as most of the group in this respect

2 – About average for the group in this respect

3 – Better than most of the group in this respect

Assessment Criteria	Score	Example/Explanation
Group Participation: Attends meetings regularly and on time.	3	
Time Management & Responsibility: Accepts fair share of work and reliably completes it by the required time.	3	
Adaptability: Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.	3	
Creativity/Originality: Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	3	
Communication Skills: Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	2	
General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	2	

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

Peer Review

Name of Team Member: Jac

Scoring:13

For each assessment criteria, award each member of your group a score using this scale.

0 – No help at all to the group in this respect

1 – Not as good as most of the group in this respect

2 – About average for the group in this respect

3 – Better than most of the group in this respect

Assessment Criteria	Score	Example/Explanation
Group Participation: Attends meetings regularly and on time.	2	
Time Management & Responsibility: Accepts fair share of work and reliably completes it by the required time.	2	
Adaptability: Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.	2	
Creativity/Originality: Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	2	
Communication Skills: Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	3	
General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	2	

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

Peer Review

Name of Team Member: Oliver (myself)

Scoring: 12

For each assessment criteria, award each member of your group a score using this scale.

0 – No help at all to the group in this respect

1 – Not as good as most of the group in this respect

2 – About average for the group in this respect

3 – Better than most of the group in this respect

Assessment Criteria	Score	Example/Explanation
Group Participation: Attends meetings regularly and on time.	1	Missed last month of meetings due to a family health problem.
Time Management & Responsibility: Accepts fair share of work and reliably completes it by the required time.	2	
Adaptability: Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.	2	
Creativity/Originality: Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.	2	
Communication Skills: Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	2	
General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	3	

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

References

Appendices

Use the appendices to include evidence of your contribution to the group. This should include photographic, scanned or screen shot evidence of tasks, meetings and activities.